

CHAPTER II

LITERATURE REVIEW

This chapter reviews the underlying theories used in this research. It discusses theories about the previous research, teaching reading, teaching writing, the use of book in the reading english, the use of screen in the reading english, the use of pen in the writing english, the use of keyboard in the writing english, and perceptions.

2.1 Previous Research

Some studies concerning on digital media in everyday life practices present a more complete analysis: people adjust media with their needs. Grounded on several research conducted in the field of psychology entailing the impacts of digital devices on cognitive skill, there is a distinction between writing on pen or handwriting and writing on keyboard, or typing between reading from a paper or a screen (MacArthur, 1999; Longcamp et al. 2006; Longcamp et al. 2008).

(Fortunati and Vincent 2014) Fortunati and Vincent (2014) have found this research gap. By applying the Media Richness Theory (Daft and Lengel 1986) approach, they asked the Italian Master students to write an essay on their practices about reading and writing analogue vs. Digital media. The qualitative content analysis was subsequently employed to analyzed the essay. Based on the result findings, students illustrate a description on many affordances of reading and writing on paper compared with reading and writing digitally (Dourish,

2004; Hutchby, 2001). Writing on paper is considered as a multi-sensorial and emotional experience. By and large, students seemingly attain a positive impression of the paper-based on the communication.

The authors emphasize that their results may be country-specific: “as national standards for literacy pedagogy and the adoption of digital devices such as laptops and mobile phones can be expected to vary by country, the results we discuss herein may be different from countries where taught chirographic writing is being replaced by word processing at a young age” (Fortunati and Vincent 2014)

From the previous findings above the researcher using students perception on the model of teaching learning by reading on book/textbook or paper and writing by pen or keyboard to know which one that can more effective. The first step is the researcher do interview with English Department students in University of Muhammadiyah Malang and taken at 2014, 2015, 2016, and 2017 levels. Afterwards, the researcher counts how many percent that choose reading by book and screen also writing by pen and keyboard.

2.2 The Teaching of Reading

Teaching reading is a complex process. The best teachers develop an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. To dig deeper, visit other sections of the website, including [Vocabulary](#), [Fluency](#), and [Comprehension](#) (Olson, C.B. and Land, R.

2007). Reading is a process formed by some text, the background of the reader, and the reading situation occurs (Hunt 2014). Reading academic texts involves not only finding information on the text itself. Instead, this is the process of working with a text. So, working with text must require specific strategies. Expert readers have discussed this and applied it intuitively. But, the new students ignore this category. Thus, professors or lecturers really need to teach with general analytical tools and specific values and strategies that facilitate reading and teaching (Bean 1996).

(Marton and Saljo 1976) reported that after reading the text, some people only use several languages, then memorized the facts. Some groups try to understand what the author says, focus on the underlying meaning of the text, and try to integrate the different facts that exist in the text.

2.3 The Teaching of Writing

Teaching writing is aspects of language communicative. The students write e-mails, lists, notes, covering letters, reports, curriculums, assignments, essays perhaps if we study; blogs, forums and websites. Very few write stories and poems (Cheung 2016). Writing is an activity that transfer something from mind into meaningful text with the sentence. Fortunati and Vincent (2014) have found this research gap. By utilizing Media Richness Theory (Daft and Lengel 1986) approach, Italian Masters students were asked to write an essay on their practices dealing with writing analogue vs. digital media. Afterwards, they carried out an analysis on the essay by using qualitative content analysis. It was then found that students explain a lot of affordances of writing on paper or

compared with writing digitally (Dourish, 2004; Hutchby, 2001). Writing on paper is viewed as a multi-sensorial and emotional experience in which students seem to be positively impressed towards the paper-based on the communication.

According to Elbow (1973) and Brown (2001), writing involves a two-step process. The first process concerns on identifying the meaning, while the second process is to put the meaning into the language. It's due to the fact that the mind is reflected by the writing process. Students who are unwilling to write can have difficulty in remembering things. Another definition of writing skills is also conveyed by Urquhart and McIver and also Harmer (2005). (McIver 2005) Writing is a recursive process in which it denotes that means that the students improve the entire process. Ultimately, students must learn strategies for discovery, and teachers should help the students to produce the content and find the goals easily.

2.4 The Use of Book in The Reading English

According to (Razmluo, 2007), books are necessary to be used as communication in language learning activity. He thinks that textbooks should create interaction and negotiation to gain a variety of information and problem-solving. Textbooks can also link the 4 skills that include writing, listening, speaking and reading. books can also connect grammar learning with communicative tasks. Grounded on the research carried out by Berry ((Berry 2000) and (Kim and Hall 2002) Kim and Hall (2002), it was found that there was a little alteration in the originality of communicative language samples for communicative objectives. Authenticity or originality refers to the way the

language is used in communication to fulfill social purposes in a specific context. Thence, it is crucial to bear in mind that bringing authentic material into the classroom requires the teacher in preparing the material pedagogically to generate a task in which the material becomes objective in simulated situations in everyday life.

Many researchers suggested that textbooks/books emerge as the prominent teaching resources of EFL classroom. Patricia Byrd (2001) points out that most teachers rely on textbooks—frequently as a required tool—because the activities that reflect what occurs in the classroom are described in the textbooks.

2.5 The Use of Screen in The Reading English

The speed of reading English on screen has received great attention by the community including students. (Dyson and Haselgrove 2001) As stated by Dyson and Haselgrove (2001), although screen reading is slower, there is a correlation between relative speed and familiarity with reading from a computer. However, 2010 researchers could cite studies indicating that advances in screen quality along with increasing exposure led to comparable reading rates between the media (Al Shehri & Gitsaki 2010).

Another opportunity presented by screen reading English is the capability to integrate questions within a text. In a paper reading, questions are typically separated from or at the end of a text. Electronic versions, on the other hand, allow their insertion at various points within the text. The results demonstrated that reading leads to a higher understanding and the best results on the task come

from students who read the text by having online dictionary support (Al Shehri & Gitsaki 2010) (Al Shehri & Gitsaki, 2010).

A number of studies by (O'Hara & Sellen 1997, Marshall 1997; Pearson, Buchanan & Thimbleby 2009; Rose 2011; Mercieca 2011; Chou 2011) report, underline or record directly on what is being read; exploited by students and seen as a useful tool for their reading process. The inability to annotate digital text is noted as an obstacle in some of the above studies. Pearson, Buchanan and Thimbleby (2009) argue that the problem is partly due to technology and software. However, (Mercieca 2001) finds an interesting contradiction in students' view and their behavior regarding digital annotations.

2.6 The Use of Pen in The Writing English

Effective teaching and explicit teaching are undoubtedly linked one another. Edwards-Grove (1999) suggests that explicit teaching actually exhibits a transition towards 'learning centered' programs of literacy by allowing the learners to take part in the secret of the existence of specific learning. Moreover, explicit teaching depends on a clearly structured and focused teaching and learning.

Handwriting teaching explicitly involves explanations, demonstrations, and the practice of handwriting skills. These skills can then be applied or used in cross-curriculum contexts. Most letters are composed with one continuous scratch, so an important rhythm for cursive writing can be used from scratch to print. The printed letters are skewed, as are cursive letters, so the printed forms of the letters are not studied but are constructed when cursive writing is introduced (Peeples 2013).

2.7 The Use of Keyboard in The Writing English

Writing using keyboard in Google Docs, Microsoft Word, OneNote, WordPress, Tumblr, or other media, the action is obviously the same. You use the keyboard to eject the mind from your head and onto the screen. Many people think that typing is easier. Writing by hand certainly stimulates certain parts of the brain, but that does not mean that while typing we cannot be creative or generate ideas. Many great authors make their manuscripts by typing. Surely, there's more interference on the computer, but it's quite easy to overcome the interference so it can focus on the screen (Kristin Wong 2017).

Convenience is a major advantage of typing, much more likely to stick to that habit and pump more words when trying to create a journal through Google Docs or etc. It can also type faster, so it writes more stream of awareness. Writing through emotions comes in handy as a matter of fact as it can visualize the thoughts on the screen. In other words, writing forces you to digest information. As you type, however, you can skip the process if you are adept at typing (Kristin Wong 2017).

2.8 The Importance of Students Perceptions in Relation to The Students Achievement

A study found that students' perceptions of learning were much higher with student ratings than differences in pre- and post-test scores (O'Connell and Dickinson, 1993). In addition, Ryan and Harrison (1995) and Cashin and Downey (1992, 1999) stated that students' perceptions of learning are greatly linked to their overall assessment of teaching effectiveness (Centra et al. 2005).

Farinosi, Lim, & Roll (2016), proposed a question related the fact about three European countries namely Germany, Italy and United Kingdom, which generally own the same economic, social and education systems. Their question is associated with the kinds of similarities and differences of writing and reading habits that exist among those different countries. In addition, they gave a succinct literature review on the impact of digital media on reading/writing practices, and a broad depiction of the current status of media usage in Germany, Italy and UK, focusing in particular on the adoption of the Internet and e-books. Ultimately they provided the description of their research questions, data collection and samples, including an overview of their approach. The predominant findings of the study were finally illustrated, followed by a discussion and concluding remarks as well as suggested direction for future research.

Motoric theories of perception (and affiliated theories in embodied and grounded cognition) denote that perception is not a passive registration of sensations being impinged upon us from the outside. In other words, perception is defined as an active exploration of the surroundings by means of our body and its synchronous orchestration of sensory modalities: “perception and motoric action work together as a single tightly coordinated, fully integrated unit to detect and exploit affordances” (Barrett, 2011).

2.9 Students Perceptions about Reading Material by Book

According to Yağcıoğlu & Değer (2002), reading signifies the process of recognizing the written and printed words through the sense organs, interpreting

and comprehending, mental and intellectual acquisition, communicative activity with printed and written patterns, recognition, interpretation, and reaction process comprising multiple perceptions and cognitive activities.

As stated by Harvey and Goudvis (2007), reading is also defined as a thought and understanding. In this way, students can develop structures and strategies including activation, attribution, interrogation, visualization, deduction, summary, and synthesis. From this viewpoint, students are expected to be able to generate a development of their positive attitude towards reading for critical thinking and reading.

It is necessary for people to be more selective and they should behave more critically due to the intense information flow that they are over-exposed in the information society nowadays. It is unlikely to state that all information exhibited in the media is not biased. Apparently, the habit of watching television and using the Internet applies against information obtained by reading or at school. This phenomenon makes media literacy more pivotal.

A lot of people prefer to read a paper book due to the fact that book has weight, renders the feeling of riffling the pages, and generates the sound of sheets crinkling. Besides, some people are into the smell of the paper and the touch of the artwork. The registering of touch and vision, and even of smell and hearing, manifest that content delivery is not a paper book's only affordance. In addition, touch and visibility (including the olfactory and hearing) denote that content delivery is not the only book on paper.

2.10 Students Perceptions about Reading Material by Screen

Based on the studies in the early 1990s, it was concluded that people read more slowly, less precisely, and less comprehensively on screen than from paper (eg, Guter & Grischkowsky, 1984; Muter, Latremouille, Treurniet, & Beam, 1982; Smedshammar, Frenckner, Nordquist, & Romberger, 1989; Wright & Lickorish, 1983). It is explained that reading material by screen has many influences for the reader, especially for students. Read more slowly because the reader can't focus on the content of the text, they will open other things that opposite with the text.

In contrast, some studies have confirmed earlier conclusions (Kim & Kim, 2013; Kurniawan & Zaphiris, 2001), while many have found significant differences in reading speed, recall accuracy, or understanding between paper and screen (Margolin, Driscoll, Toland, & Kegler, 2013; Kretschmar et al., 2013; Noyes & Garland, 2003).

Therefore, advances in screen technology can be a potential reason for more recent and advanced study. Some researchers have observed that the constraints that occur in this technology may no longer produce significant differences in speed reading, understanding, fatigue, and so forth (Green, T. D., Perera, R. A., Dance, L. A., & Myers, E. A. 2010).

2.11 Students Perceptions about Writing on Pen

Not only does handwriting enhance in writing, but also it improves reading performance. It is compared with typing or writing using by keyboard.

Neuroimaging studies exhibits that the visual recognition of familiar letters is not only in the visual area, but the brain's motoric regions that impact on reminders (James & Gauthier, 2006; Longcamp, Anton, Roth, & Velay, 2003; Longcamp, Hlushchuk, & Hari, 2011).

Furthermore, handwriting experience also seems to be necessary to develop neuronal circuits from processes that include the visual and motor areas of the brain (James & Engelhardt, 2012). Therefore, students can think actively in learning because the muscles of motor and visual are trained because of handwriting.

Grounded on the results of the study conducted by Smoker et al. (2009), it was reported that memory on task approaches the importance of supporting handwriting words, and significant modality effect writing in recognition tasks. On the basis of these findings, Smoker (2009) concluded that the results support the hypothesis stating that additional kinesthetic information provided by handwriting leads the subjects to have a tendency to remember words easily when they have written them by using hand other than when they write them using a keyboard.

2.12 Students Perceptions about Writing on Keyboard

With the invention of the Gutenberg printing machine around 1440, the manual inscription was replaced by a mechanical typewriter. Today, more and more writings are made digitally rather than mechanical stationery, and handwriting is increasingly diminished. This trend also serves as an evident in

initiating writing instructions when students learn to write by typing on a virtual touch screen keyboard or a conventional computer / laptop keyboard in parallel with traditional handwriting in the curriculum. The implications of the alteration, at individual and cognitive and educational and social levels, are broadly unrecognized (Kiefer & Trumpp, 2012; Mangen, 2013; Mangay & Velay, 2010, 2014; Velay & Longcamp, 2013).

